DOCUMENT RESUME

ED 172 844 **JC 790 348**

AUTHOR	Craig, William G.
TITLE	Chancellor's Report.
INSTITUTION	California Community Colleges, Sacramento.
PUB DATE	Jun 79
NOTE	15p.; Report presented to the Board of Governors of the California Community Colleges (Sacramento, California, June 21-22, 1979)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	Community Colleges; *Counseling Programs; Counseling Services; Data Collection; General Education; Grades (Scholastic); Grading; International Education; *Junior Colleges; *Policy Formation; *State Standards; *Statewide Planning; *Vocational Education
IDENTIFIERS	California; Vocational Education Data Systems

ABSTRACT

The study groups and task forces of the California Community Colleges (CCC) worked on various projects during 1978. A $67,658 federal grant was filed with the Department of Health, Education and Welfare to establish a Clearinghouse on International Education; the Grading Policies Study Group continued to examine existing regulations on selected policies with the intent of making recommendations aimed at system-wide grading consistency; and the Advisory Committee on General Education reviewed the work of the California State University and Colleges Task Force on General Education in order to make recommendations regarding CCC guidelines. The Vocational Education Data System (VEDS) was mandated as the major data collection effort for federally funded vocational education programs. At a special meeting with the Director of VEDS, the Board of Governors recommended a delay of implementation and re-evaluation regarding the need for additional information that is being required; the usefulness of this data; and the level of detail required. The Task Force on Community College Counseling prepared a Special Progress Report covering counseling program reductions and personnel changes resulting from financial restrictions. The main Task Force report and nine counseling sub-committee reports, plus the names of Task Force members are included in the Chancellor's Report. (DJD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED172844

Board of Governors of the
California Community Colleges

Woodlake Inn
Camellia Rooms A and B
500 Leisure Lane
Sacramento, California
June 21-22, 1979

CHANCELLOR'S REPORT

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Off. of the Chancellor
Calif. Comm. Colleges

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

JC 790 348

California Community Colleges
William G. Craig, Chancellor

INTERNATIONAL STUDIES PROPOSAL

Recently the Chancellor's Office filed an application for a federal grant of $67,658 with the Department of Health, Education and Welfare for the establishment of a clearinghouse for international education. The grant proposal was filed under the auspices of a new Citizens Education and Cultural Understanding program fostered by the U.S. Office of Education.

One of the critical problems today is how to prepare citizens for global problems within the multi-national community. The principal program goals and objectives envisioned in the grant proposal are:

I. To develop a statewide policy supporting international education in the California Community Colleges.

II. To establish at the Chancellor's Office a clearinghouse for the compilation and dissemination of ideas, information, materials, services and resources relating to global education.

III. To encourage each community college campus to select one or two world cultures that their library can concentrate on in the collection of resource materials that can be shared with other campuses or interested parties.

IV. To establish a formal network for channeling resource materials and information to individual colleges through the existing International Studies Consortia of Southern and Northern California.

V. To convene a Chancellor's Forum for educators and other interested parties for the purpose of discussing the interrelations between California and world economic, social and cultural issues.

VI. To investigate practical ways of cooperation and coordination for international programming among the secondary schools, the community colleges, and the four-year institutions.

The grant proposal includes a request for funding one-half of a specialist position to be housed in the program evaluation and approval unit, and 30% release time funding for chairpersons of the Northern and Southern California Consortia for International Education.

We are indebted to the members of the consortia, and especially to Seonaid McArthur of the History Department of DeAnza College for assistance in writing the application.

Item 2
Priority Setting for VEA Subparts 3 & 5 Revised 6/19/79

In May, the Joint Policy Council adopted a motion to recommend to the State Board of Education and the Board of Governors that:

1. a sex equity evaluation project should be a continuing activity for 1979-80,

2. the staff is authorized to develop a request for a sex equity evaluation proposal (RFP), secure competitive bidding on the RFP, and award the project to the successful bidder.

Staff recommends that the Board endorse the following currently funded projects for continued funding in Fiscal Year 1979-80, and for interim funding as necessary:

a) The Student Accountability Model (SAM), Longitudinal Study (description attached as Appendix C).

b) A sex equity evaluation project be a continuing activity for 1979-80, and staff is authorized to develop a request for a sex equity evaluation proposal (RFP), secure competitive bidding on the RFP, and award the project to the successful bidder.

All 1977-78 VEA Subpart 3 and 5 ancillary projects that requested continued funding were recently reviewed by the appropriate statewide advisory committees. The recommendations of the advisory committees were then sent to the Program Improvement Planning Council for additional review. The recommendations developed in this process were used by staff to obtain the following list of projects which are recommended for continued funding in 1979-80. Descriptions of the original projects are included in Appendix C to clarify the purposes of the projects.

c) Dissemination Through Use of Peer Consultants (Mt. San Antonio College)

d) A Proposal to Develop a Vocational Assessment System and Cooperative Work Experience Model for Disabled Students (Peralta Community College District)

e) Planning for Renewal in Occupational Programs III (Monterey Peninsula Community College District)

f) Development of Curriculum for a Non-Traditional Machine Tool Technology Program Accessible to the Handicapped (South County Community College District)

g) A Project to Strengthen the Reading and Writing Skills of Technical-Vocational Students Through a Cooperative Campaign Conducted by Language Arts and Technical-Vocational Instructors (Contra Costa Community College District)

h) Project Open Shop (Antelope Valley Community College District)

i) Bay Area Cooperative Education Clearinghouse (BACEC) and Beyond (Foothill-De Anza Community College District/Industry Education Council of California)

SPECIAL MEETING ON VOCATIONAL EDUCATION DATA SYSTEM (VEDS)

Vocational Education Data System (VEDS) was mandated by Congress in 1976, for implementation in 1977 as the major data collection effort for federally supported vocational education programs. Efforts to fully implement the system have been underway since that time and has frequently been the subject of considerable concern and criticism. The Chief State School Officers Association, the American Vocational Association, this office, and the American Association of Community and Junior College board have publicly expressed concern about the need, timing, and expected additional costs of planned VEDS implementation. Major questions have been raised regarding the need for the additional information being sought (There are already comprehensive reporting requirements for federal vocational education programs in addition to federally mandated postsecondary information collection efforts such as NOIS (National Occupational Information System), HEGIS, and OCR (Office of Civil Rights)); the usefulness of the data that would be collected; and the level of detail required about individual programs and student progress.

We have voiced the concerns of community colleges here in California by way of written communications to the National Center for Educational Statistics (NCES -- the agency responsible for the implementation of VEDS) and recently held a special meeting with the Director of VEDS. At that meeting (May 23) we made the following major recommendations:

1. If it is not possible to administratively delay the implementation of VEDS, we recommend that NCES request of Congress a delay and the California Community Colleges will support such a move through contact with its congressional delegation.

2. A national task force should be created to examine VEDS and its implementation. Individuals knowledgeable about postsecondary and secondary education who have technical expertise in reporting systems should serve on the task force.

3. Postsecondary technical advisory groups should be established to work on problem areas associated with community colleges and technical institutes reporting.

4. A legal opinion should be requested regarding whether it would be a violation of the Privacy Act to collect data on completers and leavers.

In addition, we requested federal funding for local institutions in the event that the VEDS data collection effort is fully implemented with the detail and complexity currently planned.

Because of the interest expressed by the staff of VEDS in our articulation of California's community colleges' concerns, we were asked to host a special meeting of selected community college personnel from other states in order to provide further input on common concerns directly to VEDS staff.

- To alert the Board that community college counseling has encountered continual program reductions, partially as a result of Proposition 13, which are likely to affect the existence and quality of counseling programs in the future.

- To inform the Board of the specific topics and issues which are being studied by subcommittees of the Task Force for in-depth coverage in the September agenda item.

- To obtain suggestions from the Board regarding additional information which the Task Force could provide that would facilitate Board support for counseling as a priority in the Long-Term Finance Plan.

The Task Force realized that the September presentation of the agenda item on counseling would be too late in the event that the board would be making policy decisions affecting counseling during the summer. Thus, an attempt to communicate our concerns, particularly in respect to program reductions, through this Special Progress Report was initiated. It is hoped that the presentation of the seriousness of the problem, combined with an overview of the in-depth September report, will assist the Board in its consideration of decisions relating to counseling.

I. Counseling Program Reductions

During the last year, community college counseling programs have faced a crisis of considerable magnitude. Even though counseling programs have previously been identified by the Chancellor's Office and the Board as improtant educational components in California Community Colleges, severe program and staff cuts have been initiated by many districts. Data seems to indicate that the percentage of reductions have been greater in counseling than in other components of the colleges. As a result, the availability and quality of counseling services for students have been affected. Likewise, the impact of these program/staff deductions has led to a significant drop in staff morale and confidence in administrative support for counseling throughout the state.

The following excerpts from two studies on counseling program/staff reductions will provide additional perspective on this problem.

A. The Managers of Counseling Association Report - December - 1978

In November, 1978, a questionnaire designed to determine the degree to which counseling services were affected by Proposition 13 was sent to 105 community colleges (directors, deans, and administrators of counseling). Of these, 95, or better than 90%, were returned. The results indicate a serious and potentially destructive trend in meeting desirable counseling objectives, not only inherent from Title 5, but also for other important groups, such as minorities, women, and older Americans. A key philosophical goal, the "open door" policy in community colleges, is seriously threatened.

APPENDIX C

Los Angeles Community College District

Substantiation For SAM Longitudinal Study, 1979-80

The SAM longitudinal study involving follow-up of approximately 7,500 students in 15 selected colleges is currently completing final year activities. The projected long term study has proceeded as planned. A sample of students entering college for the first time (Fall 1978) will be followed for several years. The sample is representative of all beginning students including occupational and non-occupational. First year data is currently being analyzed. A report will be published by late summer. All objectives are being met. Preliminary results warrant continued funding of the project. Data is of sufficient quality to warrant the expected extrapolation to the total community college population. Necessary funds are requested to complete the project.

The overall goal of the study is to provide each of the participating colleges and the State with detailed information about their students and the effects of their college program on their lives. One specific objective of the study includes a comparison of the job success of vocational and non-vocational students after one, two, and three years. Another objective is to provide information from students of the factors within institutions that are perceived by Limited-English-speaking and Non-English-speaking students concerning discrimination factors. Other objectives will seek to identify changes in curriculum and services that will make vocational programs more attractive and feasible for the disadvantaged, handicapped, and displaced homemakers.

Project Title: Dissemination Through Use of Peer Consultants
Project Number: 3-8-407
District or Agency: Mt. San Antonio College

Purpose of the Project

The purpose of the project is to make available to colleges, the services of peer consultants who have expertise in many areas of vocational education including instructional innovation, exemplary programs for the handicapped and disadvantaged, and guidance and counseling.

II. Topics to be Addressed in the September Agenda Item

Reports concerned with counseling have been presented by other groups to the Board in the past. However, the objective of the Task Force for the September Report is to increase the scope, depth, and accuracy of the information on community college counseling. We will provide the Board with descriptions, analysis, and recommendations relevant to the current state of counseling.

The report will also include an extensive appendix which will contain actual samples of counseling tests and techniques, research and accountability evaluation models, and other information on the organization, administration, and outcomes of counseling.

Subcommittees have commenced work on several topics which will be included in the September Agenda Item. Brief summaries of the progress of the following subcommittees are included in the appendix of this Special Progress Report.

1. Community College Counseling; History/Philosophy/Mission/Practice
2. Changing Student Needs and the New Student Population
3. Organization, and Special Components Related with Counseling Programs
4. New Directions and Innovations in Counseling
5. Current Issues in Counseling
6. Research on Student Need for Counseling
7. Counseling Articulation with the K-12 levels and Four-year Institutions
8. Legislation and Credentials
9. Funding and the Long-Term Finance Plan

Recommendations

The Task Force will generate recommendations for Board action. The sub-committee summaries contained in the appendix will provide indications of the areas where recommendations will be made.

At this time, we request the Board to consider the usefulness which our September Report will have in respect to the Long Term Finance Plan, and encourage your expression of support in order to increase district support of counseling programs during the interim.

APPENDIX

CALIFORNIA COMMUNITY COLLEGES
TASK FORCE ON COUNSELING

SPECIAL PROGRESS REPORT

June 1979

This appendix includes brief summaries of the nine areas which are being studied by the sub-committees.

Sub-Committee 1.

COMMUNITY COLLEGE COUNSELING: HISTORY/PHILOSOPHY/MISSION/PRACTICE

The basic role of the community college in California public higher education, that of providing access to post-high school education for all graduates and other adults capable of profiting from the instruction, mandates a comprehensive, active and aggressive counseling program. Historically, therefore, counseling and guidance has been a unique function and hallmark of the public California community college since its inception. Our sub-committee is exploring this traditional role of counseling and will contrast it with emerging trends.

Currently, the population served by the community colleges include persons of greatly diverse educational and sociocultural backgrounds, as well as persons with specialized and unique needs such as the handicapped, veterans and returning adults. The public community college provides an available and accessible avenue to a better life through the process of self-appraisal, vocational decision making, and educational planning, and goal fulfillment. This requires a staff of competent, professionally trained counselors, engaging in a variety of counseling practices such as:

- Preadmissions, including liaison with secondary schools and the community
- Academic advisement and registration assistance
- Student orientation
- Career decision making and planning, including testing services
- Articulation with colleges and universities
- Helping with personal, family, or other social concerns which interfere with goal achievement
- Consultation with the referrals to a variety of community agencies or specialized campus services
- Support services to the instructional staff which may include classroom participation, educational planning committees, and direct help with individual student problems

services are usually classified as either centralized or decentralized. Centralized counseling refers to the housing, and or, grouping of counselors as a unit. The centralized counseling staff may interact extensively with the instructional divisions, but physically is located in one central area. The decentralized counseling center is one which locates counselors within their areas of specialty or assignment, such as in an academic department. Counselor function within each type will be explored further by this sub-committee.

On a great number of campuses, special support programs have begun as a direct outgrowth of the counseling effort.

Counselors have developed expertise in specializations which include: foreign student advisement, E.O.P.S., Handicapped programs, Women's Centers, V.E.A. Project Direction, Financial Aid, Veterans Affairs, Career Center, and Learning Assistance Programs.

The Task Force will present information on these vital areas of specialized counseling. For example, women's centers face increasing challenges with the burgeoning number of returning female students on campus. EOPS, and Handicapped programs receive state and federal funding which require careful one-to-one counseling and assessment, and follow-up of students. Also, career centers are essential units of most colleges and the counselors working within these centers are an important key to their servival. The final report will elaborate on the counselor responsibilities within specialized programs and as liaisons to the total institution and community.

Sub-Committee 4

NEW DIRECTIONS AND INNOVATIONS IN COUNSELING

Is has been widely reported that the following trends are requiring new techniques for serving students: the continued increase in the numbers of women returning to college, the increase in the average age of people in California, shorter and more flexible work weeks, increase in early retirement, increase in company sponsored education or retraining, increase in the number of occupational changes per person, and the increase in communication capabilities. Counseling faculty are responding to these trends in a variety of ways. Some of which are:

1) computer guidance systems
2) T.V. courses in counseling to increase student awareness of community college options
3) mid-life career change programs
4) emeritus college
5) Career Centers - usually involves related programs such as career counseling, testing, job search programs, and career courses
6) new directions in peer advising
7) recruitment and liaison techniques
8) contract counseling
9) multilingual efforts in career counseling

In the past ten years counseling services have expanded and diversified from an earlier emphasis on academic advisement, to include career counseling, personal counseling, personal growth classes, women's programs, veteran's programs, handicapped programs and programs for the disadvantaged. As a result of the community college's commitment to the "open door" policy and concept of lifelong learning, student populations are becoming increasingly diverse. Counseling programs are being challenged to determine whether responses to the emerging student clienteles are appropriate. As a result of this, accountability has always and will continue to be an issue and concern of the community college counselor. Counseling staffs around the state are addressing this concern in many ways. Counseling staffs keep careful records of the number of counseling contact hours per week per counselor, as well as the percentage of no shows. Follow-up activities on these contacts are done in several ways. Many colleges use some form of follow-up instrument to keep a record of the student's counseling history. In order to evaluate the quality of counseling services, many colleges send questionnaires to students to determine the effect of the counseling contact. In addition to student evaluations and counselor records, evaluations of counseling faculty following the same format as teaching faculty are completed on a regular basis.

Personal growth classes offered by counseling staffs, which are taken by students to improve inter-personal skills, develop self-confidence, improve study skills, and increase their potential for success in college. These classes are evaluated in the same way as traditional course offerings.

Additionally, many counseling staffs make follow-up contacts with students on probation to increase his/her potential for success in college.

Follow-up studies on the community college transfer student are conducted by many counseling staffs in order to correlate success rates with counseling contacts.

Counselor duties in terms of committee and liaison responsibility are usually clearly defined. This involves their special assignments to women's programs, veteran's programs, handicapped programs and programs for the disadvantaged. Thus, community college counseling staffs are responding to the challenge of existing conditions and trends.

The task force will continue to explore the issues involved in counseling accountability in order to present the range of practices and options available to those concerned with finding solutions.

Sub-Committee 6

RESEARCH ON STUDENT NEEDS FOR COUNSELING

Through the open door of the community colleges walks the community. Consistent with this diverse clientele, counseling programs should evolve as a response to students' needs. The understanding of students' needs is the primary reason for the existence of counseling. For this

student deficiencies are revealed by these tests, the teams will assist the student in resolving the deficiency. Special attention will be given to the handicapped and the elimination of sex bias and ethnic bias.

Project Title: Project Open Shop
Project Number: 3-8-458
District or Agency: Antelope Valley Community College District

Purpose of the Project

This curriculum development project in auto mechanics and basic welding combines two instructional methods, lecture and lab, in an overlay system under a single instructor. This system allows open-entry and open-exit, with credit for completion of competency-based units of instruction. The project also has a committee to examine all materials for sex bias.

Project Title: BACEC and Beyond
Project Number: 3-8-915
District or Agency: Foothill-DeAnza Community College District
Industry Education Council of California (IECC)

Purpose of the Project

The Bay Area Cooperative Education Clearinghouse (BACEC) is a clearinghouse where business list work experience positions, and students seeking such positions may locate them through a computerized data bank system. The project also conducts cooperative inservice training programs for community college counselors utilizing business and industry resources.

UNIVERSITY OF CALIF.
LOS ANGELES
AUG 1 0 1979
CLEARINGHOUSE FOR
JUNIOR COLLEGES

Item 2
Priority Setting for VEA Subparts 3 & 5 Added 6/19/79

Project Title: A Proposal to Develop a Vocational Assessment System & Cooperative Work Experience Model for Disabled Students
Project Number: 3-8-448
District or Agency: Peralta Community College District (Peralta College for Non-Traditional Study)

Purpose of the Project

The purpose of this project is to develop a vocational assessment system and cooperative work experience model which will assist disabled students in preparing for and adapting to the world of work. Sex role bias will be eliminated in the philosophy and practice of the assessment center, as well as competency bias...bias related to placement of disabled students only in low level or entry level jobs, rather than placement based on competency.

Project Title: Planning for Renewal In Occupational Programs III
Project Number: 3-8-438
District or Agency: Monterey Peninsula Community College District

Purpose of the Project

The program facilitates improved communication between occupational educators through on-site visitations. Emphasis is placed on programs related to emerging occupational fields and the elimination of bias based on sex, physical handicap, and socio-economic status.

Project Title: Development of Curriculum for a Non-Traditional Machine Tool Technology Program Accessible to the Handicapped
Project Number: 3-8-439
District or Agency: South County Community College District (Chabot College)

Purpose of the Project

This project is developing curriculum for a program in numerical control machining which is the most active new career area in manufacturing today. Research determined that this area, and its affiliated areas of computer graphics, and inspection/quality control, were the most suitable for success-oriented job training for the physically disabled.

Project Title: A Project to Strengthen the Reading & Writing Skills of Technical-Vocational Students Through a Cooperative Campaign Conducted by Language Arts & Technical-Vocational Instructors
Project Number: 3-8-457
District or Agency: Contra Costa Community College District

Purpose of the Project

This project calls for a teaming of language arts instructors with vocational instructors to devise reading and writing tests for a specific vocation. As

Sub-Committee 8

LEGISLATIVE BASIS FOR CALIFORNIA COMMUNITY COLLEGES COUNSELING

The California Education Code provides legislative authorization for the provision of California Community counseling under Section 72620. Under these provisions, a counseling program is required to include:

1. Educational counseling

2. Career Counseling

3. Personal Counseling

4. Evaluating and interpreting test data

5. Counseling and consultation with parents and staff on learning problems and guidance programs.

This provision is couched in permissive language and thereby gives the governing board of a district an option to determine its need for an organized and functioning program in each school within the district. Although the Education Code provisions for an organized counseling program are permissive, the Board of Governors of California Community Colleges has adopted additional requirements under Section 51500 of Title 5 of the California administrative code to assure that each community college has an adequate counseling staff and procedures to provide minimal counseling services. Minimal service required by Section 51501-3 include:

1. Assisting students in the determination of their education goals.

2. Assisting students in making a self-appraisal of thier progress toward his or her goal.

3. Provision of special individual or group counseling and guidance to first-time freshmen enrolled in more than six units.

4. Provision of individual counseling and guidance services to each student on probation. The sub-committee is studying the feasibility of expanding the legislative basis for counseling to encompass increased emphasis on inclusion of instructional credit courses in counseling. Additionally, the question of the counseling credential and field work requirements, particulary in the area of career counseling, is under discussion.

Sub-Committee 9

FUNDING AND THE LONG-TERM FINANCE PLAN

The Long-Term Finance Plan involves the adoption of regulations which will insure the meeting of statewide educational objectives. Such objectives, for all educational programs, including counseling, will be determined by the examination of existing practices; past needs assessment data; and minimal program levels.

TASK FORCE ON COUNSELING
(Community Colleges)

Bob Adams, Counselor
Santa Monica College
1900 Pico Boulevard
Santa Monica, CA 90405
(213) 450-5150

Bill Bendat, Dean of Counseling
Moorpark College
8075 Campus Road
Moorpark, CA 93021
(805) 529-2321

Jim Bracey, Counselor
Solano Community College
Suisun Valley Road
P.O. Box 246
Suisun City, CA 94585
(707) 864-7000

Earl Clancy, Director of Counseling
Golden West College
15744 Golden West Street
Huntington Beach, CA 92647
(714) 642-3211

Chad Ishikawa, Counselor
Ventura Community College
4667 Telegraph Road
Ventura, CA 93003
(805) 642-3211

Loren Irwin, Dean
Student Personnel Services
Merced College
3600 M Street
Merced, CA 95340
(209) 723-4321

Christine Johnson
Dean of Students
College of Alameda
555 Atlantic Avenue
Alameda, CA 94501
(415) 522-7221

Norma Kendal, Counselor
Southwestern College
900 Otay Lakes Road
Chula Vista, CA 92010
(714) 421-6700

Les Olsen, Counselor
Sierra College
5000 Rocklin Road
Rocklin, CA 95677
(916) 624-3333

Ernestine Palmer, Counselor
Los Angeles Southwest College
1600 W. Imperial Highway
Los Angeles, CA 90047
(213) 777-2225

Dee Roshong, Coordinator
Counseling Service
Chabot College - Valley Campus
3033 Collier Canyon Road
Livermore, CA 94550
(415) 455-5300

Maria Sheehan, Counselor
Saddleback College
28000 Marguerite Parkway
Mission Viejo, CA 92692
(714) 831-9700

Esther A. Torrez, Counselor
Bakersfield College
1801 Panorama Drive
Bakersfield, CA 93305
(805) 395-4011

Margie Turner, Student Rep.
Student Government Office
Cabrillo College
6500 Soquel Drive
Aptos, CA 95003
(408) 425-6000